

REVISED March 29, 2005
2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Marilyn Hylton

Official School Name Lake Forest Elementary School

School Mailing Address 2240 Salsbury Drive

El Dorado Hills

California

95762-6984

City

State

Zip Code+4 (9 digits total)

County El Dorado

School Code Number* 09 61978 6109441

Telephone (916) 933-0652

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Website/URL www.rescue.k12.ca.us

E-mail <mhylton@rescue.k12.ca.us>

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Suzanne King

District Name Rescue Union School District

Tel. (530) 677-5446

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Ellen Driscoll

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 4 Elementary schools
 2 Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 6 TOTAL
2. District Per Pupil Expenditure: \$5,351.30
 Average State Per Pupil Expenditure: \$6542.21

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	44	47	91	8			
1	47	47	94	9			
2	62	57	119	10			
3	66	46	112	11			
4	45	51	96	12			
5	62	70	132	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							644

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>86</u> | % White |
| <u>1</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>6</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	631
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7.1

8. Limited English Proficient students in the school: 2 %
11 Total Number Limited English

Proficient

Number of languages represented: 10

Specify languages: Farsi, Romanian, German, Cantonese, Samoan, Spanish, Arabic, Finnish, Persian and Russian.

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 11

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %
46 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>28</u>	<u>6</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u> </u>	<u>8</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>35</u>	<u>21</u>

12. Average school student-“classroom teacher” ratio: K-3 20
 4-5 30

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	97 %	96 %	97 %
Daily teacher attendance	97 %	98%	98%	98%	97%
Teacher turnover rate	6 %	2 %	8 %	3 %	11 %
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

LAKE FOREST ELEMENTARY SCHOOL

Shouts of laughter, smiles, and a visceral sense of anticipation envelop visitors, students, teachers, and parents when they arrive at Lake Forest Elementary School in El Dorado Hills. Shaded by oak trees and nestled in the Sierra foothills of northern California, our school, though only 15 years old, is already a place where families and community members gather regularly to support, celebrate, and honor the diverse achievements of all of our children. School-wide social events such as our annual Fall Festival, Winterfest, Crab Feed, and Dolphin Dash are widely anticipated and attended by the majority of our staff and families. Parents regularly join our students to honor community members on Veterans' Day and Heroes' Day, and it's always standing room only at academic awards assemblies, the talent show, choral concerts, class plays, monthly Character Counts recognition assemblies, Student Council elections, and school-wide dance performances. Applause, cheers, and the words, "You did a great job! We're proud of you!" regularly echo around the gym.

Lake Forest Elementary School, a K-5 school with 655 students, lies at the heart of a traditional rural community proud of its role as a communication route for the Pony Express at a time when California was growing and changing. Today our community is again at a dynamic crossroads as we welcome the many newcomers who have swelled our population ten fold in the past 15 years. This dramatic growth has enriched our community with a variety of cultures, languages, and values. Although 86% of our students are white and the majority speaks fluent English, we have had as many as twenty-one additional languages spoken at home by our students. All of our 35 classroom teachers possess clear teaching credentials, and 25% have earned graduate degrees. Additionally, every teacher is CLAD certified or possesses SDAIE/ELD supplementary authorization. We are dedicated to meeting the needs of second language learners as our community grows and changes.

Lake Forest is unique because parents, teachers, and business leaders work together to inspire and promote academic excellence, all the while honoring the hopes, abilities, and talents of *all* children. Our school-wide commitment to visual and performing arts education, community service projects, environmental education, and leadership programs, along with a variety of clubs and sports activities, gives students an opportunity to develop new passions and loving relationships with adult, student, or high school mentors.

A typical school day may begin with 80 voices singing with the choir director an hour before classes. Once school begins, volunteers arrive on campus in a steady stream, eager to share their expertise as Mr. or Ms. Science Wiz, Arts Attack docents, foreign language teachers, or technology aides. Members of the American River Nature Conservancy lead all students through hands-on conservation activities, and EdVenture students work on community service projects. Big and little buddies visit each other's classrooms. At lunchtime, as many as 90 students crowd around chess tables set up and manned by parent volunteers, and after school, athletes meet with teacher or volunteer coaches for cross country, basketball, or volleyball practice. In addition to our many parent and high school volunteers, local businesses, large and small, provide financial support to individual classrooms, and promote paid release time for employees. Lake Forest's school/community partnerships help provide hands-on experiences, before, during, and after school, that contribute to our students' mastery of the core curriculum.

With the loving guidance of dedicated teachers, our children make cross-curricular connections while developing persistence and personal responsibility, qualities that are the underpinnings of academic excellence. Character counts at Lake Forest Elementary School. Culture is embodied in the kind and respectful way children and adults treat each other. As an inclusive community, all students, regardless of physical or learning limitations, learn together. We are a family, bound together through affection and shared goals, and there is a place for everyone. This, coupled with a highly trained staff whose personal ethos of hard work compels them to meet or exceed professional state standards, is responsible for the success our students have experienced.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of the Meaning of Lake Forest's Test Results

Lake Forest Elementary School recognizes that on-going assessment and feedback is a necessary component of a positive learning process. To further the achievement of all students, we collect and analyze multiple sources of information to make decisions about instructional practices. Disaggregated data, furnished by the state, our county office of education, and our school district is used to measure performance for major programs and subgroups of students, and to determine if all student groups are making academic yearly progress.

Lake Forest Elementary School participates in the California State Standardized Testing and Reporting (STAR) Program, with tests administered to all students in our school in grades two through five. The STAR Program is comprised of two main elements: the California Standards Tests (CSTs) and the California Achievement Test (CAT/6). Prior to 2002, results from the Stanford Achievement Test (SAT/9) were included in assessment data. The state adopted the CAT/6 and the CST to take the place of SAT/9 because these norm-referenced tests aligned to California State Standards.

The purpose of the CST is to determine the students' achievement of the California Academic Content Standards for each grade. Students' scores are compared to preset criteria to determine if the students' performance on the test is advanced, proficient, basic, below basic or far below basic. The state target is for all students to score at the proficient and advanced levels. Our CST data shows our students performing well above the state scores for students at or above proficient and advanced in all grade levels in both English/language arts and math. In analyzing the data, we have been pleased to see how the percentage of our students in the "proficient and advanced" levels continues to grow, while our students in the "below basic and far below basic" levels continues to remain low. Student scores for the CAT/6 are reported in national percentile rankings. In 2003-2004, all of our grade level averages were between the 71st and 91st percentiles in both reading and mathematics, while state averages were between the 35th and 58th percentiles.

The CSTs are a major component of California's accountability system for schools and districts. CST results are the major component used for calculating each school's Academic Performance Index (API). These results are also used for determining if a school is making adequate yearly progress in helping all students become proficient on the state's academic content standards as required by the federal No Child Left Behind Act. Every year, schools are given a score from 200-1000 based on results from mandated assessments. A score of 800 is the goal set by the state for all schools. Lake Forest's progress in both English/language arts and math is evidenced in our school's continually increasing API: 2002-**870**, 2003-**889**, and 2004-**897**, an overall increase of 27 points.

As part of our school's Single Plan for Student Achievement, teachers look carefully at their whole class at the beginning of each year and analyze each student's data. Students scoring below proficient in any area of testing are immediately given support tutoring and intervention. This intervention, combined with good teaching practices, exceptional academic programs, adherence to standards based instruction, parent support and continuing collaboration are the reasons all of Lake Forest students continue to show progress.

2. Lake Forest Elementary School Uses Assessment Data to Understand and Improve Student and School Performance

All educators are intimately acquainted with the old saying, "Assessment drives curriculum." At Lake Forest we have a vested interest in seeking out and using the authentic assessments at our disposal. Standardized test results, anecdotal records, and authentic assessments help give us a snapshot of student performance from a variety of perspectives. Lake Forest teachers and

administrators begin the new school year reviewing multiple assessment measures in a quest to understand our students' needs. Disaggregated data furnished by the state, our county office of education, and our district is used to measure performance for major programs and subgroups of students, and to determine if all student groups are making academic yearly progress. In addition to the California Standards Test and norms referenced tests (SAT 9 and CAT 6), we look at semiannual essays, portfolios and anecdotal records chronicling students' progress in reading fluency and comprehension. Patterns of achievement are identified at both school site and grade levels throughout the year. We also study longitudinal data that tracks the same students' achievement across multiple grade levels. Student achievement is discussed and analyzed at staff meetings, Site Council meetings, and articulation on regularly scheduled minimum days throughout the year. We also work together on grade level teams on a monthly basis. Together, teachers, administrators, and paraprofessionals choose strategies and materials to remediate identified student weaknesses and to extend and enrich student successes. The staff uses assessment data as one of the criteria for creating balanced classes including GATE clustering of students at each grade level. Lake Forest Elementary School recognizes that on-going assessment and feedback are necessary components of a positive learning environment.

3. Lake Forest Elementary School Communicates Student Performance

Lake Forest Elementary School recognizes the need for effective communication with students, parents, and the community regarding student performance and assessment results. Goals and expectations are shared with families at various forums including Back-To-School Night presentations, through e-mails and phone calls, during formal and informal parent conferences, through mid-term progress reports, and reported on trimester standards-based report cards. Each student's STAR data is mailed home at the end of each school year with a detailed explanation for interpreting the results.

Each year, target areas for growth are identified through our data analysis, and a Single Plan for Student Achievement is developed and implemented. Assessment results are communicated to members of the community through advisory committees such as the School Site Council and Parent Teacher Council. Parent informational meetings are held to discuss and build understanding about STAR assessment results. The School Accountability Report Card (SARC) is updated each year and given out to all families as well as made available on our county and state website. Local newspapers are a great source of information for our families, publishing articles and reporting STAR assessment information for schools, districts, counties, and state. These publications provide consistent avenues to inform our community about our student performance and instructional programs and activities. We communicate performance data to new families on our monthly school tours, and real estate brokers in our area advertise our school's recognized success.

4. Lake Forest Elementary School Shares Its Successes

Lake Forest teachers are actively involved in a variety of district and countywide organizations and committees. Our teachers and administrators have offered guidance at the district and county levels when choosing state adopted textbook series or sharing their expertise in helping students to meet or exceed state standards. They often serve as mentors and support providers to new teachers in the district through the California Beginning Teacher Support and Assessment (BTSA) program, and frequently supervise future teachers from any of the four local universities as they complete their student teaching assignments. Lake Forest's innovative primary multi-age classes, our school-wide involvement in environmental education, our community service learning projects, and the EdVentures program, an elective class focusing on hands-on, creative problem solving, have been featured in educational articles as well as on television's "School is Cool", and visitors often come to observe our classrooms. Our school hosts visiting administrators on regularly scheduled "Curriculum Walks", and student successes are highlighted at our district and county school board meetings. We

partner with our local preschools to help coordinate skills and prepare future students for success as they make the transition to kindergarten. All teachers are eager and ready on a continual basis to work and plan collaboratively, share current educational research and strategies, examine student work, and reflect on classroom practices. Given our enthusiasm for professional dialogue and our quest to refine our programs, it would be a hardship for Lake Forest teachers and administrators to refrain from sharing ideas and strategies with other area professionals or community members!

PART V – CURRICULUM AND INSTRUCTION

1. School's Curriculum

Every student at Lake Forest Elementary School is immersed in a safe, caring, positive environment that challenges each student to achieve his or her highest potential. Although the school community is proud that our academic performance index score of 897 is one indication that the vast majority of our students meet or exceed state standards, we know that true academic excellence grows out of research-based programs and practices, the passion and expertise of dedicated teachers and staff, and home/business/school partnerships that support a school culture that respects all children's potential to learn. Parents and staff work in cooperation to ensure that all students have the resources necessary to support their learning needs. Staff, families, and community members use discussion and surveys to reach consensus on the school's vision about what students are expected to learn. Students' academic achievement is supported by the standards-based curriculum in English/language arts, math, science and social studies balanced with visual and performing arts, physical education, and technology. Character Education and community service projects are an integral part of our curriculum and culture.

Lake Forest uses the following district-adopted programs: Open Court Reading, Harcourt Math, McGraw Hill Adventures in Time and Place, and Harcourt Science. District staff and parents selected all of the programs after careful review of state-adopted programs. Each curricular program provides an abundance of materials, resources, and multiple extension activities, allowing teachers to meet diverse learner needs. Teachers use knowledge of current research and the best teaching practices to design lessons in the core subject areas and provide coherent and strong standards-based units of study. A well-stocked and staffed library/media center and collaboration with the librarian are part of our school-wide learning environment. Teachers meet in grade level teams to focus instruction. Curricular assessments, student work samples, standardized test scores, portfolios, teacher anecdotes, and district assessments are discussed and analyzed for student strengths and weaknesses so that thoughtful decisions about on-going instruction can be made. Our district Curriculum Committee provides a forum for professional consensus on state standards, the core curriculum, and analysis of student assessment results. The district provides staff development and ongoing support in each curricular area. Supplemental resources and activities such as Writer's Workshop, writing journals, leveled readers, grade level core literature, manipulatives, and individual sequential timed math are used to help students meet or exceed grade level expectations.

Our Parent Teacher Council, through its fundraising efforts, set up a "Trust for the Arts" to support arts-related experiences for our students. Parents teach the art docent program, Arts Attack, with students receiving grade level specific lessons every two weeks. The trust fund allows our students to participate in dance (hip-hop, folk, and square), music (singing and theory), and drama presentations as well as VAPA assemblies. The arts are a vital part of our curriculum and support students' artistic problem solving, higher order thinking, analysis, and judgment.

Visits to the technology lab are an integral part of our students' learning. Internet access, regular lessons, bookmarked sites and PowerPoint presentations make research a natural part of student learning. Writing progress, as well as individualized practice on math skills, are facilitated with

weekly lab time and give students immediate feedback. The School Site Council and PTC regularly plan ways to insure that technology in the classroom and lab can be used to support student achievement and optimum learning experiences for all students. Two primary multi-age classrooms (K-2nd), which have been in place for twelve years, facilitate a developmentally appropriate philosophy, and our EdVenture Lab (4th-5th), which promotes problem solving and diverse thinking, are unique within and to the surrounding counties.

Our students take great pride in their individual and collective achievements, and we take pride in helping them achieve their goals. They are provided with a broad range of educational experiences, study skills, and organizational tools needed to become adaptable, flexible thinkers, who take responsibility for their actions and who contribute to their school and community.

2. School's Reading Curriculum

Students in kindergarten through fifth grade receive reading instruction following the district-adopted Open Court Reading program. This research-based program was selected through a district-wide adoption process, including publisher presentations to district personnel and parents, classroom piloting, grade level discussions about rigorous standards and literacy success, and assessment of instructional needs. The program includes a well-defined plan of systematic, explicit instruction for teaching the strategies and skills of reading, including phonemic awareness, phonics, word knowledge, comprehension skills and strategies, inquiry skills, writing and language arts skills and strategies. Additionally, it provides a variety of literature selections, exposing students to different writing styles and genres. Open Court Reading helps us build skilled readers. Quality core literature, regular visits to our school library, literature-based projects, drama, poetry readings, and author visits help us foster a love of reading that permeates our school culture.

Due to ongoing assessments designed to guide instruction and measure success, our reading instruction is based on students' instructional needs. We expect our students to meet or exceed established state reading standards, and we are able to align our teaching practices effectively and efficiently. The following variety of instructional strategies are utilized to provide all students with instruction in the essential elements of reading: heterogeneous grouping when objectives are appropriate for the range of learners, homogeneous grouping to customize instruction for assessed needs, differentiated curriculum, maximized instructional time, and use of centers and independent activities. Second language learners receive specially designed lessons to promote language acquisition, English reading skills, and when possible, materials are made available to support literacy in the child's native language. Teachers read aloud daily, and students do independent self-selected reading. Struggling readers receive additional intensive, systematic teaching and practice through our Resource Specialist Program (RSP) or through our Literacy Intervention Program (LIP), which is supported through our school's Single Plan for Student Achievement.

Our district supports ongoing training and professional development for teachers, paraprofessionals, and administrators compatible with research and standards. We encourage and support parent involvement and collaborate with families to improve student learning.

3. School's Curriculum Choice-Math

Lake Forest has an exceptional math program, which provides rigorous curriculum, based on California State Math Content Standards for each grade level. Our school wide goals include mastering grade level skills and concepts, and acquiring and demonstrating positive attitudes toward math learning. We have increased the amount of time teachers devote to teaching math and assessing progress, and we have provided guidance, tools and resources to support math instruction.

In 2003-2004, our school district adopted the Harcourt Math program. Selected through an established district-wide adoption process, the math program provides a balance of computational and procedural skills, conceptual understanding, and problem solving. Each grade level is organized into

units that develop number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability strands. Students learn mathematics by direct instruction, hands-on experiences, step-by-step models that build conceptual understanding, and ample practice that requires the use of problem solving skills and strategies.

In addition to using the Harcourt Math program, all of our students in grades 1-4 use Sequential Timed Math to practice and master basic facts, and they participate in Mountain Math to reinforce grade level skills and concepts. We have invested in math related professional development opportunities, and research-based best practices, from instructional leaders such as Marilyn Burns and Marcy Cook, are incorporated into our program so that students can become proficient mathematicians. We continually look for new instructional approaches, strategies and activities for meeting the needs of all learners including English language learners, advanced learners, and special needs students. Many teachers use flexible grouping as an effective way to address students' varying math levels. Alternative activities are used to challenge students to go beyond the standards as well as helping to cement the learning and provide greater depth of understanding. Teachers have a wide range of assessment tools to measure student achievement before, during, and after instruction, and they design activities for homework practice and for students to enjoy with their family members. Parents are urged to ask their children about their math progress and to call attention to the importance of math in their daily lives.

We try to integrate math into all areas of the curriculum. A recent assembly included incorporating math and music with the use of fractions and patterns. Students in grades 4th and 5th incorporated math and science by building a geodesic dome for use as a native plant nursery. Fifth grade students keep a running tally for our school wide family fitness Walk-A-Logs. With the support of our Parent Teacher Council and their fundraising efforts, a school-wide Math Festival organized through the California Math Council was held with hands on activity stations set up throughout the gym. "Buddy Classes" participated together to experience problem-solving challenges related to the geometry theme.

4. Different Instructional Methods Used to Improve Student Learning

Teachers have an in-depth understanding of the grade level content standards, and they know how to create coherent learning experiences that increase students' understanding. To meet the needs of all their students, teachers implement a variety of research-based instructional strategies that communicate high expectations to students, challenge thinking skills, and increase students' engagement in schoolwork such as the following: direct instruction, differentiated curriculum, historical simulations, hands-on experimentation, technology, dramatizations, musicals, investigative projects, cooperative learning groups, centers, learning contracts, guest speakers, tiered assignments, technology, Internet searches, and field trips. Walking through our classrooms, one might see whole group teacher-directed lessons in phonics, small group teacher-led discussions of reading material, paired students discussing math, parent volunteers meeting with students to guide the editing process, or cooperative groups working on spelling strategies. Additionally, students accept the responsibility that homework and other assignments give them to extend and polish their skills and knowledge.

Teachers use multiple modalities to meet the needs of all learning styles. Assessment portfolios are passed on from year to year to measure student achievement and improve instructional practices. Students use work samples and student-friendly rubrics to score and self-edit their work. Many teachers offer homework clubs, providing students with additional assistance as needed.

5. School's Professional Development Program

Lake Forest Elementary School prides itself on having a knowledgeable, professional staff that cares deeply about each individual student and his/her potential for learning. The teachers know that their own on-going learning is critical to the level of success that students achieve.

Beginning at the district level, staff development days focus on the critical support that teachers need and want. Professional development is driven not only by the school's Single Plan for Student Achievement (SPSA), but also by an annual survey of teacher needs.

A comprehensive staff development plan is an integral part of our SPSA. The goals of the plan are based on data from student achievement information and the California State Standards requirements. Teachers have developed a culture of continuous improvement and learning. This includes attendance at staff buy-back academies, staff meetings, site and district staff development days, extensive training opportunities provided through the El Dorado County Office of Education, conferences, classroom observations, and peer coaching. Teachers have attended training in Specifically Designed Academic Instruction in English (SDAIE) and Comprehensive Language Acquisition and Development (CLAD), 6+1 Trait Writing, California Professional Development Institute's Reading Results (collecting data on student progress and using the data to measure the effects of assessments, teaching practices, and curriculum materials), Differentiated Curriculum, Winning Equations Math/Algebra training, Intel Teach to the Future technology training, learning styles, intervention for reluctant readers, and analyzing student work. New teachers are assigned a qualified support provider, and they participate in the Beginning Teacher Support and Assessment Program (BTSA), focusing on the California Standards for the Teaching Profession, which are the following: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, Developing as a Professional Educator. Articulation time is allocated for teachers to reflect, discuss, analyze, refine, plan, and make decisions that focus instruction on meeting or exceeding state and district standards. Teachers are passionate about their profession, their students, their curriculum, and their pedagogy.

PART VII - ASSESSMENT RESULTS

LAKE FOREST TEST SCORE NOTES

- Pages 13 through 22 contain test results from the California Standards Test for grades second through sixth in English/Language Arts and Math.
- Sixth grade scores only display test results for testing periods prior to 2003-2004. Rescue Union School District realigned classes so that the sixth grades were moved from elementary schools to middle schools.
- Pages 23 through 32 illustrate the results from assessments referenced against national norms administered to grades second through fifth (and sixth prior to 2003-2004) in Reading and Math.
- Students who did not take all or part of the STAR tests were excused due to parent written request as per Education Code section 60615. Only three such requests were made in 2004.
- No student has ever taken the test by alternative means.
- No ethnic subgroup other than white contained enough students to form statistically significant data over the past four years of results.
- Gifted and Talented subgroup results were not available before 2002.
- English Language Learners have not made a statistically assessable subgroup over the past four years.
- Subgroup data for 2001 was not available for groups with less than 10 students taking the test.
- Testing information is available at the California Department of Education website:
<http://www.cde.ca.gov/index.asp>

STATE CRITERION-REFERENCED STUDENT TEST DATA

California Standards Test (CST) English/Language Arts 2nd Grade

	English/Language Arts			
School year	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
Publisher	CTB/ McGraw- Hill	CTB/ McGraw- Hill	Harcourt	Harcourt
Edition/publication year	6 th Ed./ 2002	6 th Ed./ 1995	9 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	100	98	96	94
% At or Above Basic	95	95	91	86
% At or Above Proficient	67	68	70	70
% At Advanced	25	21	24	29
Number of students tested	110	108	112	92
Percent of total students tested	100	100	98	95
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities)				
% At or Above Far Below Basic	*	*	*	*
% At or Above Below Basic	*	*	*	*
% At or Above Basic	*	*	*	*
% At or Above Proficient	*	*	*	*
% At Advanced	*	*	*	*
Number of students tested	4	3	3	2
2. Gifted and Talented**				
% At or Above Far Below Basic	*	*	*	**
% At or Above Below Basic	*	*	*	**
% At or Above Basic	*	*	*	**
% At or Above Proficient	*	*	*	**
% At Advanced	*	*	*	**
Number of students tested	0	0	0	**
STATE SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	87	87	85	85
% At or Above Basic	65	68	63	61
% At or Above Proficient	35	36	32	32
% At Advanced	12	12	9	10

*Not enough students to make data statistically significant.

**Gifted and Talented test information not available from the California Department of Education prior to 2002

California Standards Test (CST)
Mathematics
2nd Grade

	Math		
Lake Forest Elementary School	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
Publisher	CTB/ McGraw- Hill	CTB/ McGraw- Hill	Harcourt
Edition/publication year	6 th Ed./ 2002	6 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	99	98
% At or Above Basic	98	91	93
% At or Above Proficient	82	78	81
% At Advanced	48	44	36
Number of students tested	110	108	113
Percent of total students tested	100	100	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Special Education (with Disabilities)			
% At or Above Far Below Basic	*	*	*
% At or Above Below Basic	*	*	*
% At or Above Basic	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of students tested	4	3	4
2. Gifted and Talented			
% At or Above Far Below Basic	*	*	*
% At or Above Below Basic	*	*	*
% At or Above Basic	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of students tested	0	0	0
STATE SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	96	96	92
% At or Above Basic	76	76	68
% At or Above Proficient	51	53	43
% At Advanced	23	24	16

*Not enough students to make data statistically significant

**California Standards Test (CST)
English/Language Arts
3rd Grade**

	English/Language Arts			
Lake Forest Elementary School	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
Publisher	CTB/ McGraw- Hill	CTB/ McGraw- Hill	Harcourt	Harcourt
Edition/publication year	6 th Ed./ 2002	6 th Ed./ 1995	9 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	99	99	99	99
% At or Above Basic	96	96	88	93
% At or Above Proficient	74	71	66	63
% At Advanced	23	21	16	30
Number of students tested	92	120	92	105
Percent of total students tested	100	98	97	98
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities)				
% At or Above Far Below Basic	100	100	100	*
% At or Above Below Basic	91	100	90	*
% At or Above Basic	83	100	60	*
% At or Above Proficient	41	73	20	*
% At Advanced	8	9	20	*
Number of students tested	12	11	10	3
2. Gifted and Talented**				
% At or Above Far Below Basic	*	100	100	**
% At or Above Below Basic	*	100	100	**
% At or Above Basic	*	100	100	**
% At or Above Proficient	*	100	100	**
% At Advanced	*	88	90	**
Number of students tested	4	8	10	**
STATE SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	83	84	85	83
% At or Above Basic	61	63	62	59
% At or Above Proficient	30	33	34	30
% At Advanced	9	10	11	9

*Not enough students to make data statistically significant

**Gifted and Talented test information not available from the California Department of Education prior to 2002

**California Standards Test (CST)
Mathematics
3rd Grade**

	Math		
Lake Forest Elementary School	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
Publisher	CTB/ McGraw- Hill	CTB/ McGraw- Hill	Harcourt
Edition/publication year	6 th Ed./ 2002	6 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	98
% At or Above Basic	99	95	91
% At or Above Proficient	91	74	64
% At Advanced	58	35	26
Number of students tested	92	120	94
Percent of total students tested	100	98	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Special Education (with Disabilities)			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	70
% At or Above Basic	100	100	40
% At or Above Proficient	83	69	40
% At Advanced	25	23	30
Number of students tested	12	13	10
2. Gifted and Talented			
% At or Above Far Below Basic	*	100	100
% At or Above Below Basic	*	100	100
% At or Above Basic	*	100	100
% At or Above Proficient	*	100	100
% At Advanced	*	88	90
Number of students tested	4	8	10
STATE SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	96	94	91
% At or Above Basic	73	71	65
% At or Above Proficient	48	46	38
% At Advanced	21	19	12

*Not enough students to make data statistically significant

**California Standards Test (CST)
English/Language Arts
4th Grade**

	English/Language Arts			
Lake Forest Elementary School	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
Publisher	CTB/ McGraw- Hill	CTB/ McGraw- Hill	Harcourt	Harcourt
Edition/publication year	6 th Ed./ 2002	6 th Ed./ 1995	9 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	100	99	100	100
% At or Above Basic	96	98	97	98
% At or Above Proficient	85	79	78	67
% At Advanced	51	38	40	31
Number of students tested	113	109	113	118
Percent of total students tested	97	98	97	95
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities)				
% At or Above Far Below Basic	100	100	100	N/A
% At or Above Below Basic	100	91	100	N/A
% At or Above Basic	77	91	80	N/A
% At or Above Proficient	55	54	60	N/A
% At Advanced	44	18	40	N/A
Number of students tested	9	11	5	7
2. Gifted and Talented**				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	100	100	100	**
% At or Above Basic	100	100	100	**
% At or Above Proficient	94	95	100	**
% At Advanced	82	85	67	**
Number of students tested	17	20	12	**
STATE SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	91	92	90	87
% At or Above Basic	73	74	71	66
% At or Above Proficient	39	39	36	33
% At Advanced	16	15	14	11

*Not enough students to make data statistically significant

**Gifted and Talented test information not available from the California Department of Education prior to 2002

**California Standards Test (CST)
Mathematics
4th Grade**

	Math		
Lake Forest Elementary School	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
Publisher	CTB/ McGraw- Hill	CTB/ McGraw- Hill	Harcourt
Edition/publication year	6 th Ed./ 2002	6 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	98	100	100
% At or Above Basic	94	92	95
% At or Above Proficient	83	80	85
% At Advanced	50	41	48
Number of students tested	114	109	115
Percent of total students tested	98	98	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Special Education (with Disabilities)			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	90	100	100
% At or Above Basic	70	100	67
% At or Above Proficient	60	63	50
% At Advanced	30	36	17
Number of students tested	10	11	6
2. Gifted and Talented			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	100	100	100
% At or Above Proficient	100	100	100
% At Advanced	94	95	83
Number of students tested	17	20	12
STATE SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	97	93	93
% At or Above Basic	73	72	67
% At or Above Proficient	45	35	37
% At Advanced	18	18	13

*Not enough students to make data statistically significant

**California Standards Test (CST)
English/Language Arts
5th Grade**

	English/Language Arts			
Lake Forest Elementary School	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
Publisher	CTB/ McGraw- Hill	CTB/ McGraw- Hill	Harcourt	Harcourt
Edition/publication year	6 th Ed./ 2002	6 th Ed./ 1995	9 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	98	99	99	99
% At or Above Basic	93	93	95	94
% At or Above Proficient	79	78	60	67
% At Advanced	35	29	21	21
Number of students tested	108	124	131	107
Percent of total students tested	100	99	97	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities)				
% At or Above Far Below Basic	100	*	100	N/A
% At or Above Below Basic	90	*	100	N/A
% At or Above Basic	70	*	75	N/A
% At or Above Proficient	60	*	25	N/A
% At Advanced	20	*	0	N/A
Number of students tested	10	3	12	7
2. Gifted and Talented**				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	100	100	100	**
% At or Above Basic	100	100	100	**
% At or Above Proficient	100	100	82	**
% At Advanced	76	63	55	**
Number of students tested	25	16	11	**
STATE SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	87	90	91	88
% At or Above Basic	71	72	71	66
% At or Above Proficient	40	36	31	28
% At Advanced	16	10	9	7

*Not enough students to make data statistically significant

**Gifted and Talented test information not available from the California Department of Education prior to 2002

**California Standards Test (CST)
Mathematics
5th Grade**

	Math		
Lake Forest Elementary School	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
Publisher	CTB/ McGraw- Hill	CTB/ McGraw- Hill	Harcourt
Edition/publication year	6 th Ed./ 2002	6 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	94	100	98
% At or Above Basic	86	93	92
% At or Above Proficient	56	75	66
% At Advanced	15	23	14
Number of students tested	108	125	132
Percent of total students tested	100	99	98
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Special Education (with Disabilities)			
% At or Above Far Below Basic	50	*	100
% At or Above Below Basic	50	*	72
% At or Above Basic	40	*	63
% At or Above Proficient	30	*	27
% At Advanced	20	*	0
Number of students tested	10	4	11
2. Gifted and Talented			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	100	100	91
% At or Above Proficient	88	100	91
% At Advanced	44	69	55
Number of students tested	25	16	11
STATE SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	90	87	90
% At or Above Basic	65	61	59
% At or Above Proficient	38	35	29
% At Advanced	12	10	7

*Not enough students to make data statistically significant

**California Standards Test (CST)
English/Language Arts
6th Grade**

	English/Language Arts			
Lake Forest Elementary School	2003-2004	2002-2003	2001-2002	2000-2001
Testing month		April	April	April
Publisher	<u>No Testing Due to District Realignment</u> <u>Sixth Grades Moved to Middle Schools</u>	CTB/ McGraw- Hill	Harcourt	Harcourt
Edition/publication year		6 th Ed./ 1995	9 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES				
% At or Above Far Below Basic		100	100	100
% At or Above Below Basic		98	99	98
% At or Above Basic		95	93	97
% At or Above Proficient		77	64	69
% At Advanced		35	31	22
Number of students tested		146	106	97
Percent of total students tested		100	99	99
Number of students alternatively assessed		0	0	0
Percent of students alternatively assessed		0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities)				
% At or Above Far Below Basic		100	100	N/A
% At or Above Below Basic		93	100	N/A
% At or Above Basic		85	90	N/A
% At or Above Proficient		39	20	N/A
% At Advanced		8	20	N/A
Number of students tested		13	10	5
2. Gifted and Talented**				
% At or Above Far Below Basic		100	100	**
% At or Above Below Basic		100	100	**
% At or Above Basic		100	100	**
% At or Above Proficient		95	100	**
% At Advanced		86	60	**
Number of students tested		22	5	**
STATE SCORES				
% At or Above Far Below Basic		100	100	100
% At or Above Below Basic		87	85	87
% At or Above Basic		71	66	67
% At or Above Proficient		36	30	31
% At Advanced		13	9	8

*Not enough students to make data statistically significant

**Gifted and Talented test information not available from the California Department of Education prior to 2002

**California Standards Test (CST)
Mathematics
6th Grade**

	Math		
Lake Forest Elementary School	2003-2004	2002-2003	2001-2002
Testing month		April	April
Publisher	<u>No Testing Due to District Realignment</u> <u>Sixth Grades Moved to Middle Schools</u>	CTB/ McGraw- Hill	Harcourt
Edition/publication year		6 th Ed./ 1995	9 th Ed./ 1995
SCHOOL SCORES			
% At or Above Far Below Basic		100	100
% At or Above Below Basic		100	99
% At or Above Basic		94	93
% At or Above Proficient		70	73
% At Advanced		28	28
Number of students tested		146	106
Percent of total students tested		100	99
Number of students alternatively assessed		0	0
Percent of students alternatively assessed		0	0
SUBGROUP SCORES			
1. Special Education (with Disabilities)			
% At or Above Far Below Basic		100	100
% At or Above Below Basic		100	90
% At or Above Basic		69	70
% At or Above Proficient		38	30
% At Advanced		15	10
Number of students tested		13	10
2. Gifted and Talented			
% At or Above Far Below Basic		100	100
% At or Above Below Basic		100	100
% At or Above Basic		100	100
% At or Above Proficient		95	100
% At Advanced		73	60
Number of students tested		22	5
STATE SCORES			
% At or Above Far Below Basic		100	100
% At or Above Below Basic		92	91
% At or Above Basic		64	62
% At or Above Proficient		34	32
% At Advanced		10	10

*Not enough students to make data statistically significant

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading Grade: 2nd Tests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)

Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School Total Reading	2003-2004 CAT 6	2002-2003 CAT 6	2001-2002 SAT 9	2000-2001 SAT 9
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR	85	81	88	79
Number of students tested	110	108	112	96
Percent of total students tested	100	100	98	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities) At or Above 50 th NPR	*	*	*	*
Number of students tested	4	3	3	2
2. Economically disadvantaged	*	*	*	*
Number of students tested	0	0	3	1
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR	47	46	53	51

*Not enough students to make data statistically significant

Subject: MathGrade: 2ndTests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt BraceScores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School Total Math	2003-2004 CAT 6	2002-2003 CAT 6	2001-2002 SAT 9	2000-2001 SAT 9
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR	89	79	92	75
Number of students tested	110	108	113	95
Percent of total students tested	100	100	99	98
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities) At or Above 50 th NPR	*	*	*	*
Number of students tested	4	3	3	2
2. Economically disadvantaged	*	*	*	*
Number of students tested	0	0	3	1
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR	58	57	62	58

*Not enough students to make data statistically significant

Subject: Reading Grade: 3rd Tests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)

Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School	2003-2004	2002-2003	2001-2002	2000-2001
Total Reading	CAT 6	CAT 6	SAT 9	SAT 9
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR	79	73	80	85
Number of students tested	92	120	94	107
Percent of total students tested	100	98	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities)				
At or Above 50 th NPR	75	73	50	*
Number of students tested	12	11	10	4
2. Economically disadvantaged	*	*	*	*
Number of students tested	0	2	2	2
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR	35	34	47	46

*Not enough students to make data statistically significant

Subject: MathGrade: 3rdTests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt BraceScores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School Total Math	2003-2004 CAT 6	2002-2003 CAT 6	2001-2002 SAT 9	2000-2001 SAT 9
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR	89	80	76	85
Number of students tested	92	122	94	107
Percent of total students tested	100	99	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities) At or Above 50 th NPR	92	69	40	*
Number of students tested	12	13	10	4
2. Economically disadvantaged	*	*	*	*
Number of students tested	0	2	2	2
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR	53	52	62	58

*Not enough students to make data statistically significant

Subject: Reading Grade: 4th Tests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)

Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School	2003-2004	2002-2003	2001-2002	2000-2001
Total Reading	CAT 6	CAT 6	SAT 9	SAT 9
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR	79	72	91	83
Number of students tested	113	111	115	120
Percent of total students tested	97	98	99	97
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities) At or Above 50 th NPR	56	55	50	N/A
Number of students tested	9	11	6	9
2. Economically disadvantaged	*	*	*	*
Number of students tested	1	1	2	0
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR	35	35	49	47

*Not enough students to make data statistically significant

Subject: MathGrade: 4thTests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt BraceScores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School Total Math	2003-2004 CAT 6	2002-2003 CAT 6	2001-2002 SAT 9	2000-2001 SAT 9
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR	91	75	93	85
Number of students tested	114	111	114	120
Percent of total students tested	98	98	98	97
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities) At or Above 50 th NPR	70	64	67	N/A
Number of students tested	10	11	6	9
2. Economically disadvantaged	*	*	*	*
Number of students tested	1	1	2	0
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR	49	48	58	54

*Not enough students to make data statistically significant

Subject: Reading Grade: 5th Tests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)

Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School	2003-2004	2002-2003	2001-2002	2000-2001
Total Reading	CAT 6	CAT 6	SAT 9	SAT 9
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR	72	80	80	79
Number of students tested	108	124	132	108
Percent of total students tested	100	99	98	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities) At or Above 50 th NPR	40	*	42	N/A
Number of students tested	10	3	12	8
2. Economically disadvantaged	*	*	*	*
Number of students tested	1	3	1	0
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR	40	40	46	45

*Not enough students to make data statistically significant

Subject: MathGrade: 5thTests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt BraceScores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School Total Math	2003-2004 CAT 6	2002-2003 CAT 6	2001-2002 SAT 9	2000-2001 SAT 9
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR	76	83	87	89
Number of students tested	108	125	133	108
Percent of total students tested	100	100	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities) At or Above 50 th NPR	30	*	50	N/A
Number of students tested	10	4	12	8
2. Economically disadvantaged	*	*	*	*
Number of students tested	1	3	1	0
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR	50	49	57	54

*Not enough students to make data statistically significant

Subject: Reading Grade: 6th Tests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)

Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School	2003-2004	2002-2003	2001-2002	2000-2001
Total Reading		CAT 6	SAT 9	SAT 9
Testing month		April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR		82	84	80
Number of students tested		146	106	97
Percent of total students tested	<u>No Testing</u>	100	99	99
Number of students alternatively assessed	<u>Results</u>	0	0	0
Percent of students alternatively assessed	<u>Due to</u>	0	0	0
SUBGROUP SCORES	<u>District</u>			
1. Special Education (with Disabilities)	<u>Realignment</u>			
At or Above 50 th NPR		31	30	N/A
Number of students tested	<u>Sixth Grades</u>	13	10	5
2. Economically disadvantaged	<u>Moved to</u>	*	*	*
Number of students tested	<u>Schools</u>	1	1	0
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR		45	48	47

*Not enough students to make data statistically significant

Subject: MathGrade: 6thTests: California Achievement Tests (2004-2002)
Stanford Achievement Tests (2001-2000)Edition/Publication: California Achievement Tests-6th Edition Publisher: McGraw Hill
Stanford Achievement Tests- 9th Edition Publisher: Harcourt BraceScores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Lake Forest Elementary School	2003-2004	2002-2003	2001-2002	2000-2001
Total Math		CAT 6	SAT 9	SAT 9
Testing month		April	April	April
SCHOOL SCORES				
Percent Scoring At or Above 50 th NPR		86	91	89
Number of students tested		146	106	97
Percent of total students tested		100	99	99
Number of students alternatively assessed		0	0	0
Percent of students alternatively assessed		0	0	0
SUBGROUP SCORES				
1. Special Education (with Disabilities) At or Above 50 th NPR		62	50	N/A
Number of students tested		13	10	5
2. Economically disadvantaged		*	*	*
Number of students tested		1	1	0
STATE COMPARATIVE SCORES				
Percent Scoring At or Above 50 th NPR		51	60	57

*Not enough students to make data statistically significant